

## DOCUMENT RESUME

ED 299 348

UD 026 401

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TITLE Nonviolent Resistance: A Force for Change. A Comparison and Contrast of Mohandas Karamchand Gandhi and Martin Luther King, Jr.  
PUB DATE 87  
NOTE 12p.  
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Activism; \*Civil Disobedience; Civil Liberties; \*Civil Rights; Dissent; High School Students; \*Leaders; Political Attitudes; Secondary Education; \*Social Action; Social Change; Social Discrimination; Teaching Guides  
IDENTIFIERS \*Gandhi (Mahatma); \*King (Martin Luther Jr); Nonviolence

## ABSTRACT

This teaching guide for high school students on the use of nonviolent resistance by Mohandas Karamchand Gandhi and Martin Luther King, Jr., incorporates active student participation through classroom activities and library research. After completing the suggested activities, students will be able to write an essay comparing and contrasting the lives and accomplishments of Gandhi and King, particularly showing the role of nonviolence in their movements. The unit can be completed in two weeks if library research is incorporated. One week should be allowed if handouts and/or information from a classroom textbook are used. After an introductory classroom discussion, students use a bibliography and worksheets to answer questions about the lives and activities of Gandhi and King, and to compile lists of quotations both by and about them. Half of the class researches Gandhi; the other half researches King. After the individual student research has been completed, the class compiles a list of similarities and differences between the two men. Additional activities include: (1) making a collage of sketches illustrating the life of one or both men; (2) making a political cartoon about each; and (3) making a map showing the world arena in which they operated. A copy of the one-page student worksheet and the 16-item student bibliography are included. Teacher's materials include the following: (1) completed worksheets for both Gandhi and King; (2) a list of ideals for the followers of Gandhi and of King; (3) lists of representative quotations from each. (FMW)

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NONVIOLENT RESISTANCE: A FORCE FOR CHANGE  
A COMPARISON AND CONTRAST OF MOHANDAS KARAMCHAND GANDHI  
AND MARTIN LUTHER KING, JR.

Submitted by

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As part of the Fulbright Summer Institutes Abroad, 1987

and

The United States Educational Foundation in India

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## NONVIOLENT RESISTANCE: A FORCE FOR CHANGE

### A COMPARISON AND CONTRAST OF MOHANDAS KARAMCHAND GANDHI

### AND MARTIN LUTHER KING, JR.

**OBJECTIVE:** After completing suggested activities, students will be able to write an essay comparing and contrasting the lives and accomplishments of Gandhi and King, particularly showing the role of nonviolence in their movements.

**TIME LENGTH SUGGESTED:** Two weeks if library research is to be done; one week if purely the handouts and/or information from a class text is used.

**ANTICIPATORY SET:** What major events in history were initiated by non-politicians who wished to see achievements made through completely peaceful means? (Discuss either as large group or in smaller groups, listing names and achievements. See if class uses the term "nonviolent resistance." If not, introduce and discuss it. See which names come to mind.) Tell class that during the next week each one will be learning about two great leaders who used this concept of "nonviolent resistance" --- Mohandas Karamchand Gandhi and Martin Luther King, Jr. They will be doing library research using the handout and the bibliography. Half of the class will be researching Gandhi and half researching King. They may make additions to the bibliography as they discover other articles, books, filmstrips, etc. that are pertinent. Distribute HANDOUT #1 and discuss.

#### PROCEDURES:

1. Be sure you have set up library time with your site librarian.
2. Be sure you have checked to see that there are sufficient materials for research for your class. Knowing locations will help you to aid students in their research.
3. Run off enough copies of appropriate HANDOUTS.
4. If library facilities are not available at your site, run off copies of the filled in handout on Gandhi and King as well as the sheet on the ideals of each.
5. After doing research and/or perusing all handouts, have class list comparisons (similarities) and contrasts (differences) in the lives of these two men.

#### ACTIVE PARTICIPATION (After research has been accomplished.)

1. As individuals or in groups of 3-6, list ways in which the lives (activities & accomplishments) were alike; list ways in which they were different.
2. Make a collage of sketches from the life of one or both men. Include labels.
3. Make a political cartoon about each of these men. Include a caption for each cartoon.
4. Make a map showing the world arena in which these two men operated.

#### EVALUATION

1. Each student will write an individual essay comparing and contrasting the lives and accomplishments of Gandhi and King showing the role of nonviolence in their work.  
and/or
2. Complete 2, 3, or 4 under "Active Participation" as an individual project.

HANDOUT #1

Person being researched \_\_\_\_\_

Family background \_\_\_\_\_

\_\_\_\_\_

Societal background \_\_\_\_\_

\_\_\_\_\_

Religious background \_\_\_\_\_

\_\_\_\_\_

Political situation influences \_\_\_\_\_

\_\_\_\_\_

Social conditions within country \_\_\_\_\_

\_\_\_\_\_

Social actions attempted by person \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The place of nonviolence in this person's life \_\_\_\_\_

\_\_\_\_\_

The triumphs of this person \_\_\_\_\_

\_\_\_\_\_

The tragedies and trials in his life \_\_\_\_\_

\_\_\_\_\_

Positive views by others of his work \_\_\_\_\_

\_\_\_\_\_

Negative views by others of his work \_\_\_\_\_

\_\_\_\_\_

On another sheet of paper, list as many memorable quotes by this person as you can find. List quotes about him as well, but be sure to give name of person you are quoting.

The lines above are not to limit you. You may continue on as many sheets of paper as necessary.

Notes for Branches of North

Family background: Born in Pondicherry, India to a family that had for generations been part of the French colony (Cochinchin + French India). Some of his relatives lived in France. Married at 13. His uncle came to live with his family. Father had his wife + he were married for over 60 years.

Societal background: Indian society was not only ruled by the caste system at the bottom of which were the untouchables for whom Gandhi religiously fought to bring into main Indian social activity, but also because religious groups

Religious background. Brahmin made up the bulk of Indian society. However, intense rivalry was generated by various Muslim, Sikh and Hindu groups in the country. Gandhi was extremely devout Hindu.

Political situation influences Indian mind. India at this time  
imposed by British & to some the Indian people cannot  
a "lost India" movement had been going on with  
Hindu regarding an intense spiritual floodship.

to Ireland & in turn buy their clothes from the Dutch.  
They also had to pay a large tax on salt which  
also was purchased from the Dutch.

Social actions attempted by person. Can he encourage the people to spin their own cotton & wear home-spun. He led the country in strike in 1918 by spinning a cloth. He led a march (The Dandi Salt March) from Dargapuri to the sea for people to gather their own salt. He solved some of the caste during the time of partition between religious groups. The place of nonviolence in the person's life. Gandhi, a leader of nonviolence, used nonviolent resistance in South Africa where, as a lawyer, he championed causes of the Indians. He also led numerous marches of protest for which he & his followers were jailed.

The triumphs of this person In 1947, Britain withdrew from India. Each of his marches was a triumph of the human spirit, in South Africa as well as India. The faith inspired the people of India on several occasions.

The tragedies and trials in his life. He was beaten & thrown into jail on numerous occasions. Although his assassination by a fellow Hindu was most tragic, Gandhi himself probably felt that the partition of India into British India (East & West at the time) was devastating.

Positive views by others of his work. M. L. Darg, Toynbee, Will Durant, Albert Einstein, Tagore, Albert Schweitzer. He considered him one of the greats of history. His quiet, gentle, loving demeanor gave him title "Mahatma - Great Soul".

Negative views by others of his work. Cassell called him a "half-naked fakir", Mohammed Ali Jinnah, who only agreed to British withdrawal of India was persecuted into Pakistan for the Muslims.

On another sheet of paper, list as many memorable quotes by this person as you can find. List quotes about him as well, but be sure to give name of person you are quoting.

The lines above are not to limit you. You may continue on as many sheets of paper as necessary.

Teacher Set (Copy 1 only for students)

Person being researched Martin Luther King, Jr.Family background Father was a Baptist minister; his wife Coretta Scott King, also was a minister's child; he fathered two daughters (Yvonne & Bernice) and two sons (Dexter & Martin).Societal background King was raised in a highly segregated southern community in Atlanta, Georgia. Blacks were often given second class citizen treatment. Much discrimination existed throughout the South and part of the North.Religious background A very devout Christian up-bringing; was a major part of his life. Jesus, choosing to become a minister, was most natural for him. Biblical texts and God's love permeated all his speeches.Political situation influences With the advent of the Kennedy Democrats, King felt an advocate was in the White House. President Johnson also furthered civil rights legislation.Social conditions within country Much unrest existed due to the Civil Rights movement; was aware of writings of Thoreau on civil disobedience and Gandhi and nonviolent resistance.Social actions attempted by person In 1956, King led the Montgomery boycott (which was discrimination by forcing blacks to ride at the back of buses); had a march in Birmingham, Alabama in direct violation of a court order & was jailed. In 1967 he gave speech "A Time to Break the Silence" & led a campaign to help the poor. He led march on Washington, D.C. & gave famous "I have a dream" speech. The place of nonviolence in this person's life: King consistently felt that "it is better to be wrong than to be violent" and "being violent is like being a man who only sees the world in black & white." His eye for an eye view - everyone's blood.The triumphs of this person He kept death threats against him, causing a violation of the U.S. major laws might kill him & family & himself. Received Nobel Peace Prize for his work. His efforts in helping blacks to stand against the use of violence. The tragedies and trials in his life: numerous arrests and beatings were faced. His assassination on April 4, 1968 was a major tragedy. Other attempts on his life had previously taken place.Positive views of others of his work Many people admired him. "Man of the Year" in 1964; "The 20th Century" person honored in many ways. Many stars named him (e.g., Malabar, Saigon, Florida, etc.).Negative views by others of his work A few people, some white, numerous southern leaders, labeled him a communist & some of the media considered him to be a warmonger.

On another sheet of paper, list as many memorable quotes by this person as you can find. List quotes about him as well, but be sure to give name of person you are quoting.

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## IDEALS FOR FOLLOWERS OF GANDHI AND KING

M. GANDHI'S "ASHRAM IDEAL OF EDUCATION"  
Ch. XLIX, INDIA OF MY DREAMS  
pp. 199+, Aug. 15, 1950

PLEDGE SIGNED BY VOLUNTEERS OF M. L.  
KING, JR.'s SIT-IN DEMONSTRATIONS TO  
PROTEST SEGREGATED EATING FACILITIES

1. Co-ed education for boys and girls until age 8
2. Education should center around manual training
3. Consider aptitudes
4. Explain process while it is going on
5. General knowledge should come first; reading & writing later
6. Draw simple geometric figures; then learn alphabet
7. Reading before writing
8. Teach nothing by force
9. Play should be essential in education
10. Teach always in native tongue
11. Religious education a must
12. Teachers must be an example
13. Second stage of education is 9-16 years
14. Second stage still co-ed
15. Writing begins
16. More manual training required
17. Third stage of education is 16-25 years of age
18. Personal education done in third stage
19. Education no longer co-ed in third stage
20. Student begin to work to pay for own education in second stage
21. Keep teacher wages low; only altruistic teachers be employed
22. Teachers must have character
23. Women must have same facilities as men in education
24. Nite school for illiterate adults
25. All will spin cloth while being educated at Ashram
26. Real education begins after schooling. Be a student all through life.
27. A thirst for knowledge more important than schooling
28. Experience is the biggest teacher

### DEFINITION

Ashram - a type of boarding school

I HEREBY PLEDGE MYSELF - MY PERSON AND BODY - TO THE NONVIOLENT MOVEMENT. THEREFORE I WILL KEEP THE FOLLOWING TEN COMMANDMENTS:

1. MEDITATE daily on the teachings of Jesus.
2. REMEMBER always that the nonviolent movement in Birmingham seeks justice and reconciliation - not victory.
3. WALK and TALK in the manner of love for God is love.
4. PRAY daily to be used by God in order that all men might be free.
5. SACRIFICE personal wishes in order that all men might be free.
6. OBSERVE with both friend and foe the ordinary rules of courtesy.
7. SEEK to perform regular service for others and for the world.
8. REFRAIN from the violence of fist, tongue, or heart.
9. STRIVE to be in good spiritual and bodily health.
10. FOLLOW the directions of the movement and of the captain on a demonstration.

I sign this pledge, having seriously considered what I do and with the determination and will to persevere.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_  
Nearest Relative \_\_\_\_\_  
Address \_\_\_\_\_

Besides demonstrations, I could also help the movement by (Circle items below)

Run errands, Drive my car, Fix food for volunteers, Clerical work, Make phone calls, Answer phones, Mimeograph, Type, Print signs, Distribute leaflets.

ALABAMA CHRISTIAN MOVEMENT FOR HUMAN RIGHTS

Birmingham Affiliate of S.C.L.C.  
505 1/2 North 17th Street  
F. L. Shuttlesworth, President, 1963

## QUOTATIONS FROM MOHANDAS KARAMCHAND GANDHI

### ON LOVE

"Love is the aspiration for communion and solidarity with other souls, and that aspiration always liberates the source of noble activities."

"My life is one indivisible whole, and all my activities run into one another, and they all have their rise in my insatiable love of mankind."

### ON CIVIL RIGHTS

"To be right is more honorable than to be law-abiding."  
favorite quote from Henry Thoreau's essay  
"On Civil Disobedience"

"Hinduism... (must purge)...itself of the sin of untouchability."

"Untouchability is incompatible with brotherhood."

"The first step in purifying oneself is the admission and eradication of whatever bad feelings one might have about others."

### ON JUSTICE AND FREEDOM

"It came to me that we should refuse to obey legislation that was degrading and let them put us in jail if they liked. Thus came into being the moral equivalent of war..."

### ON FAITH AND RELIGION OR TRUTH

"Truth is not fulfilled by mere abstinence from telling or practising an untruth in ordinary relations with fellowmen. But Truth is God, the one and only Reality....Worshippers of Truth must not resort to untruth, even for what they may believe to be the good of the country..."

"But the truly noble know all men as one,  
And return with gladness good for evil done."  
a favorite quote by Gandhi of a poem by Shamal Bhatt

"...the man, who can lose himself in ecstasy at the thought of the marvellous creation of God, at the sight of the heavenly dome lighted by the moon and countless stars, will not need to cast a glance at the pictures of such sights drawn by the most skillful painter."

"I have found Him nearest at hand when the horizon seemed darkest - in my ordeals in jails when it was not all smooth sailing for me."

QUOTES FROM GANDHI, p.2

NONVIOLENCE

"The search for Truth and the observance of Nonviolence are impossible without adherence to chastity, non-stealing, non-possession, fearlessness, respect for all religions and eradication of untouchability and the like."

"...melt their enemies' hearts by self-suffering."

"When freedom comes, it will have to come through a gentlemanly understanding with Britain."

"If her (India's) self-consciousness rises to the height necessary to give her a non-violent victory in her fight for freedom, the world values will have changed and most of the paraphernalia of a war would be found useless. Such an India may be a dream - childish folly - but such, in my opinion, is undoubtedly the implication of an India becoming free through non-violence."

## QUOTATIONS FROM MARTIN LUTHER KING, JR.

### ON LOVE

"We must develop and maintain the capacity to forgive. He who is devoid of the power to forgive is devoid of the power to love. There is some good in the worst of us and some evil in the best of us. When we discover this, we are less prone to hate our enemies."

"Forgiveness is not an occasional act; it is a permanent attitude."

"We must accept finite disappointment, but we must never lose infinite hope."

"I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits. I believe that what self-centered men have torn down, other-centered men can build up."

### ON CIVIL RIGHTS

"It is pretty difficult to like some people. Like is sentimental and it is pretty difficult to like someone bombing your home; it is pretty difficult to like somebody threatening your children; it is difficult to like congressmen who spend all of their time trying to defeat civil rights. But Jesus says love them, and love is greater than like."

"Morals cannot be legislated, but behavior can be regulated. The law cannot make an employer love me, but it can keep him from refusing to hire me because of the color of my skin."

### ON JUSTICE AND FREEDOM

"Words cannot express the exultation felt by the individual as he finds himself, with hundreds of his fellows, behind prison bars for a cause he knows is just."

"Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed."

"A child of no more than eight walked with her mother one day in a demonstration. An amused policeman leaned down to her and said with mock gruffness, 'What do you want?'

"The child looked into his eyes, unafraid, and gave her answer.

"'Freedom,' she said.

"She could not even pronounce the word, but no Gabriel trumpet could have sounded a truer note."

"Freedom has always been an expensive thing. History is fit testimony to the fact that freedom is rarely gained without sacrifice and self-denial."

"When evil men plot, good men must plan. When evil men burn and bomb, good men must build and bind. When evil men shout ugly words of hatred, good men must commit themselves to the glories of love. Where evil men would seek to perpetuate an unjust status quo, good men must seek to bring into being a real order of justice."

#### FAITH AND RELIGION

"Science investigates; religion interprets. Science gives man knowledge which is power; religion gives man wisdom which is control. Science deals mainly with facts; religion deals mainly with values. The two are not rivals. They are complementary. Science keeps religion from sinking into the valley of crippling irrationalism and paralyzing obscurantism. Religion prevents science from falling into the marsh of obsolete materialism and moral nihilism."

"Love is the most durable power in the world. This creative force, so beautifully exemplified in the life of our Christ, is the most potent instrument available in mankind's quest for peace and security."

"If you are cut down in a movement that is designed to save the soul of a nation, then no other death could be more redemptive."

#### NONVIOLENCE

"I've decided that I'm going to do battle for my philosophy. You ought to believe something in life, believe that thing so fervently that you will stand up with it till the end of your days. I can't make myself believe that God wants me to hate. I'm tired of violence. And I'm not going to let my oppressor dictate to me what method I must use. We have a power, power that can't be found in Molotov cocktails, but we do have a power. Power that cannot be found in bullets and guns, but we have a power. It is a power as old as the insights of Jesus of Nazareth and as modern as the techniques of Mahatma Gandhi."

"If humanity is to progress, Gandhi is inescapable. He lived, thought, and acted, inspired by the vision of humanity evolving toward a world of peace and harmony. We may ignore him at our own risk."

"The nonviolent approach does not immediately change the heart of the oppressor. It first does something to the hearts and souls of those committed to it. It gives them new self-respect; it calls up resources of strength and courage that they did not know they had. Finally it reaches the opponent and so stirs his conscience that reconciliation becomes a reality."

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